

**Guidelines to Support Student Wellness through:**  
**1) Limiting Competitive Foods, 2) Healthier Fundraising, and**  
**3) Healthy Role Modeling by Adults in School Settings**

**This is a set of sample guidelines and procedures for schools to use to strengthen existing school wellness policies in the areas of competitive foods, fundraising and role modeling by adults.**

Developed by the Montana Team Nutrition Program  
2010

**Background**

Whereas, the U.S. Department of Agriculture (USDA) mandated school wellness policies (Child Nutrition Reauthorization Act, 2004) for all schools receiving federal funds for school nutrition programs, all students from all schools can benefit from an effective, strong school wellness policy;

Whereas the Healthy, Hunger-Free Kids Act, 2010, will establish nutrition standards for all foods and beverages served in schools;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity (1, 2);

Whereas, nearly the entire United States population (all ages) consume a diet that does not meet the recommendations from the USDA MyPyramid (3);

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive; the role of sound nutrition and physical activity in academic achievement has been well documented; and good health improves student attendance, education, and behavior (4-9);

Whereas, nationally, the items commonly sold from school vending machines, school stores, snack bars and a la carte lines are predominantly low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit beverages, chips, candy, cookies, and snack cakes (10);

Whereas, nearly 40 percent of total energy (calories) consumed by 2-18 year olds was in the form of empty calories (added sugars and fat) (11);

Whereas, selling low-nutrient foods in schools contradicts nutrition education and sends children the message that good nutrition is not important. School environments should reinforce classroom nutrition education by modeling and supporting healthy behaviors (10);

Whereas, the adults within the school environment are role models providing daily exposure to students. The daily routines of staff members are a significant influence on student behavior and actions;

And, whereas, the school environment provides an opportunity to present consistent messages that healthful eating and a physically active lifestyle are best for children's health now and throughout adulthood.

## **Competitive Foods in School SAMPLE PROCEDURES**

*Thus, the \_\_\_\_\_ School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by creating a healthy food zone throughout the school by making nutrient-rich choices readily available and limiting competitive foods. Therefore, the following procedures (an addendum to the existing school wellness policy) will be followed.*

### **Nutrition standards for all foods and beverages served in school**

1. As established by the Healthy, Hunger-Free Kids Act, 2010, all foods and beverages offered or sold in schools throughout the school day, including reimbursable meals and competitive foods, will meet nutrition standards consistent with the Dietary Guidelines. Competitive foods are foods and beverages sold outside of reimbursable school meals, such as through vending machines, cafeteria á la carte and snack lines, fundraisers, school stores, classroom celebrations, etc.
2. Schools may select a set of nutrition standards to implement from Appendix B.
3. Nutrition standards will be applied throughout the school day, immediately before school, after school, and during school-based events or activities.

### **Limiting access to competitive foods**

Limit competitive foods sold during mealtime within the cafeteria by prohibiting food and beverage sales (including fundraising) during mealtimes that are in direct conflict with the National School Lunch and Breakfast programs.

### **Suggested procedures for handling competitive foods**

#### **Vending machines**

1. Contents of all vending machines, operational during the school day and located anywhere on the school campus, will meet the nutrition standards as set forth above.
2. Vending machines located inside the cafeteria or in food service areas will not be in competition with the school food service/National School Lunch and Breakfast programs.
3. Vending machines containing Tier 2 items (see Appendix B) may only be available to high school students and only during after school-hours.
4. The above mentioned nutrition standards do not apply to school sponsored events taking place in the evening hours where student's consumption can be monitored by parents; such as concessions, athletic events, dances or performances. However, it is advised that a majority of foods and beverages meet the nutrition standards as set forth above thereby making nutrient-rich choices readily available and sending a consistent message to the community that healthy eating is important.

**Fundraising**

1. Fundraising activities which occur during school hours will not take place during breakfast or lunch.
2. The school (or school district), the parent association, student clubs and student activity groups will implement school fundraising activities in which the majority offer healthy food choices or non-food sales such as:
  - Fundraisers which sell food items recommended by the Dietary Guidelines for Americans such as fruits, vegetables, low-fat dairy foods, lean protein foods and whole grains;
  - Fundraisers that sell non-food items;
  - Farm-to-School fundraisers which connect locally grown/produced products to the school community/families; and
  - Fundraising activities that promote physical activity.
3. The school (or school district) will provide a list of healthy fundraising options to school administrators, school organizations, parent groups and other members of the school community who hold fundraisers.

**Snacks**

1. Snacks served during the school day will meet the nutrition guidelines for foods and beverages.
2. The school will encourage serving fruits, vegetables and/or whole grains as the primary snacks and water as the primary beverage.
3. The school district will make available a list of ideas for healthful snack items to share with teachers, after-school program personnel, and parents.

**Rewards**

1. The school district will limit the use of foods or beverages for rewards. Using food as a reward encourages kids to eat and drink, even when they are not hungry and may create an unhealthy relationship with food that lasts a lifetime.
2. Additionally, the school district will not withhold food or beverages (including food served through school meals) as punishment.

**Celebrations**

1. The school district will limit celebrations that involve foods and beverages during the day to no more than one class party per month.
2. Each party should include foods and beverages that meet the nutrition standards for competitive foods.
3. The school district will disseminate a list of healthy food and non-food items for use in school celebrations for teachers and parents.
4. Schools may elect to make an exception for cupcakes/treats for elementary student's birthdays. When serving treats, attention should be paid to a reasonable, child-size portion. Other considerations include:
  - Celebrating birthdays on one day each month of the school year; thereby limiting the number of days that birthday treats are provided; and
  - Asking parents to coordinate the birthday celebration day with treats, nutrient-rich foods and beverages and/or non-food items provided.

**Appendix C provides a list of useful resources related to competitive foods.**

## **Healthy Role Modeling Practices by Adults in School Settings**

### **A SAMPLE PROCEDURE**

*Thus, the \_\_\_\_\_ School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy lifestyle role modeling by adults. Therefore, the following procedures (an addendum to the existing school wellness policy) will be followed.*

#### **A. Nutrition**

**School staff are encouraged to role model healthy food and beverage choices at school including fruits, vegetables, whole grains and low-fat dairy products.**

1. School staff are invited to eat meals in the cafeteria with their class to support a pleasant mealtime environment while serving as visible healthy role models.
2. School staff are encouraged to be supportive of the school meals programs as studies show that students who consume school lunches consume twice as many servings of vegetables at lunch and have higher intakes of protein, vitamin A, vitamin B-12, riboflavin, calcium, phosphorus, potassium, and zinc as compared to non-participants (14).
3. School staff who choose not to consume a school-prepared meal are encouraged to role model a balanced lunch which includes fruits, vegetables, lean protein and whole grains. Healthy beverage choices are recommended such as low fat (1%) or fat-free (skim) milk, water or a small serving (8 oz.) of 100% juice.
4. If school staff choose to consume sweetened beverages (such as carbonated soft drinks or energy drinks) or low nutrient dense foods (such as fast food or other foods of minimal nutritional value), these foods/beverages will be consumed out of sight of the students not in the classroom, cafeteria or on the playground.

#### **Action steps for healthy role modeling by classroom teachers**

1. Use non-food items for rewards.
2. Plan classroom parties with good nutrition in mind. Serve foods/beverages which include healthy options such as low-fat dairy, fruits, vegetables or whole grains.
3. Incorporate nutrition messages into the existing curriculums.
4. Encourage positive body image, self-esteem and body size diversity. Refrain from talking about personal dieting plans or body weight in front of students.
5. School staff to teach academics (math and language arts) through physical activity by leading short 10-minute activity/brain breaks or energizers in the classroom as a routine part of every school day.

## **B. Physical Activity**

1. School staff will not link physical activity with punishment such as taking away recess time or physical education classes, or assigning additional exercise as punishment.
2. School staff are encouraged to reward students with physical activity opportunities such as extra recess time or a daily walk around the school neighborhood, thus allowing students to get more of the physical activity their bodies need and enjoy, and helping to eliminate the unhealthy habit of rewarding children with food.
3. School staff are encouraged to promote and support positive body image and acceptance of all body shapes and sizes.
4. School staff are encouraged to be active with the students when they are able: during class or at recess, and through other avenues which promote physical activity such as Walk to School events, Jump Rope for Heart, Big Sky Fit Kids, school field days, mileage clubs, Fitness Finders, active recess, etc.
5. Classroom teachers make classroom energizers a routine part of every school day.

## References

- <sup>1</sup> Centers for Disease Control. National Center for Health Statistics. 2010. Prevalence of Obesity Among Children and Adolescents: United States, Trends 1963-1965 through 2007-2008. Retrieved from [http://www.cdc.gov/nchs/data/hestat/obesity\\_child\\_07\\_08/obesity\\_child\\_07\\_08.pdf](http://www.cdc.gov/nchs/data/hestat/obesity_child_07_08/obesity_child_07_08.pdf)
- <sup>2</sup> Centers for Disease Control. School Health Policies and Programs Study. 2006. <http://www.cdc.gov/HealthyYouth/SHPPS/>  
[http://www.cdc.gov/HealthyYouth/yrbs/pdf/us\\_obesity\\_combo.pdf](http://www.cdc.gov/HealthyYouth/yrbs/pdf/us_obesity_combo.pdf)
- <sup>3</sup> Krebs Smith S, Guenther P, Subar A, Kirkpatrick S, Dodd K. Americans Do Not Meet Federal Dietary Recommendations. *Journal of Nutrition*. (2010). doi: 10.3945/jn.110.124826/ Retrieved from <http://jn.nutrition.org/content/early/2010/08/11/jn.110.124826.short>
- <sup>4</sup> Taras, H. Nutrition and Student Performance at School. *Journal of School Health*, (2005) 75: 199–213. doi: 10.1111/j.1746-1561.2005.00025.x
- <sup>5</sup> Chomitz, V. R., Slining, M. M., McGowan, R. J., Mitchell, S. E., Dawson, G. F. and Hacker, K. A. Is There a Relationship Between Physical Fitness and Academic Achievement? Positive Results From Public School Children in the Northeastern United States. *Journal of School Health*, (2009) 79: 30–37. doi: 10.1111/j.1746-1561.2008.00371.x
- <sup>6</sup> Tomporowski, Phillip D., Davis, Catherine L., Miller, Patricia H. and Naglieri, Jack A. “Exercise and Children’s Intelligence, Cognition, and Academic Achievement.” *Educational Psychology Review*. 20.2 (2008): 111-131.
- <sup>7</sup> Barros, Romina M., Silver, Ellen J. and Stein, Ruth E. K. “School Recess and Group Classroom Behavior.” *Pediatrics*. 123.2 (2009): 431-436.
- <sup>8</sup> Safe Routes to School. The relationship between physical activity, weight, and academic achievement, a review of current research articles. Retrieved on December 22, 2010 from <http://www.saferoutespartnership.org/mediacenter/229925/231169>
- <sup>9</sup> U.S. Department of Health and Human Services. 2010. The association between school-based physical activity, including physical education, and academic performance. Retrieved from [http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/pa-pe\\_paper.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf)
- <sup>10</sup> O’Toole, T.P., Anderson, S., Miller, C., Guthrie, J. Nutrition services and foods and beverages available at school: Results from the school health policies and programs study 2006. *Journal of School Health*. (2007) 77(8): p500-521.
- <sup>11</sup> Reedy J, Krebs Smith S. Dietary Sources of Energy, Solid Fats, and Added Sugars among Children and Adolescents in the United States. *Journal of the American Dietetic Association*. (2010) 110:1477-1484.
- <sup>12</sup> Mayo Clinic, definition of Energy Density, retrieved from <http://www.mayoclinic.com/health/weight-loss/NU00195>
- <sup>13</sup> Nutrient Rich Foods Coalition, definition of nutrient rich foods, retrieved from [www.nutrientrichfoods.org](http://www.nutrientrichfoods.org)
- <sup>14</sup> Clark MA, Fox MK. Nutritional quality of the diets of U.S. public school children and the role of the school meal programs. *Journal of the American Dietetic Association*. (2009) 109 (suppl 1):S44–S56.

## **Appendix A**

### **Definitions**

#### **Competitive Foods**

Foods sold in competition to the National School Lunch Meals during the school day such as: foods sold in the á la carte program in school cafeterias, in food and beverage vending machines, student stores, and snack bars. Also through fundraising activities, classroom parties and celebrations, and school-sponsored events.

#### **Energy Density: Volume versus Calories**

All foods have a specific number of calories within a given amount (volume). Foods that are high in energy density have a small volume for the large number of calories in them. For example, foods such as desserts, candy or often times fast food sandwiches are high in energy density. Alternatively, foods that are low in energy density have large volume for the calories they provide. For example, most vegetables and fruits are considered low in energy density (12).

#### **Foods of Minimal Nutritional Value**

Foods of Minimal Nutritional Value (FMNV) are foods that provide less than 5 percent of the Recommended Daily Intake (RDI) for each of eight specified nutrients per serving or 100 calories. The specified nutrients include protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium and iron. The four categories of FMNV are soda water/carbonated beverages, water ices, chewing gum and certain candies. The USDA regulations prohibit the sale of FMNV during student meal services in the food service area (any area on school site premises where National School Lunch and Breakfast program meals are either served or eaten).

#### **Nutrient-Rich**

Nutrient-rich is a consumer-friendly way to say “nutrient dense.” The definition: A food (or beverage) that has substantial amounts of vitamins, minerals, and other nutrients yet has relatively few calories. The USDA’s MyPyramid shows a variety of nutrient-rich foods and/or beverages in all five food groups at the foundation of the pyramid. Examples are colorful fruits and vegetables, whole grain products, low-fat or fat-free milk products, legumes, lentils, lean meats, poultry, fish, eggs, and nuts. Nutrient-rich can be used to describe more than individual foods. The term can apply to an entire way of eating. It defines an approach with energy balance, featuring mostly nutrient-rich foods and fewer foods with less nutrient density (13).

#### **Nutrient Poor**

Foods with low nutrient density supply calories but relatively few vitamins, minerals, protein or fiber. Examples of nutrient poor foods or beverages include potato or snack chips, candy, sweetened fruit drinks, and regular soft drinks.



## Appendix B

### USDA HealthierUS School Challenge Criteria for Competitive Foods

<http://www.fns.usda.gov/tn/HealthierUS/index.html>

March 2010

**Calories from total fat** must be at or below 35%, *excluding nuts, seeds, nut butters and reduced fat cheese.*

**Less than 0.5 grams *trans* fat per serving** ("trans-fat free")

**Calories from saturated fat** must be at or below 10%

**Total sugar** must be at or below 35% by weight. This includes both naturally occurring and added sugars. Excludes fruits, vegetables and milk.

**Sodium** must be:

≤ 480 mg per side dish/non-entrée serving

≤ 600 mg per main dish/entrée serving

**Portion sizes** for á la carte sales in the school cafeteria are not to exceed the serving size of the food served in the NSLP; for other items, the package or container must not exceed 200 calories.

#### Approved Beverages Include:

- **Milk** must be low-fat (1%) and/or fat-free (skim), flavored or unflavored, meeting state and local standards for pasteurized fluid milk and/or USDA approved alternative dairy beverages. Must be limited to a maximum of 8 fluid ounces.
- **100% full strength fruit and vegetable juices** with no sweeteners (nutritive or non-nutritive). Must be limited to a maximum of 6 fluid ounces.
- **Water** must be non-flavored; no sweeteners (nutritive or non-nutritive); non-carbonated and non-caffeinated.

**Institute of Medicine's Report on Nutrition Standards for Foods Served in Schools**  
<http://www.iom.edu/Reports/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth.aspx>

April 2007

The Nutrition Standards for Foods in Schools recommends two tiers of foods and beverages:

- Tier 1 refers to foods and beverages that may be offered to students in all grades at all times of the day; and
- Tier 2 refers to foods and beverages that fall short of the Tier 1 standards and may be offered only to high school students and only after school.

The following table outlines the nutrition guidelines for each tier and gives examples of foods and beverages that meet the guidelines.

# Nutrition Standards for Foods in Schools

For All Students at All Times of Day (Tier 1)	Examples
<ul style="list-style-type: none"> <li>Fruits, vegetables, whole grains, combination products, nonfat and low-fat dairy products, lactose-free and soy beverages, per portion as packaged:               <ul style="list-style-type: none"> <li>» ≤200 calories;</li> <li>» ≤35% total calories from fat;</li> <li>» &lt;10% of calories from saturated fats;</li> <li>» Trans-fat free;</li> <li>» ≤35% calories from total sugars; <i>and</i></li> <li>» ≤200 mg sodium.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Individual fruits—apples, pears, oranges.</li> <li>Fruit cups packed in juice or water.</li> <li>Vegetables—baby carrots, broccoli, edamame.</li> <li>Dried or dehydrated fruits—raisins, apricots, cherries.</li> <li>100% fruit juice or low-sodium 100% vegetable juice.</li> <li>Low-fat, low-salt, whole-grain crackers or chips.</li> <li>Whole-grain, low-sugar cereals.</li> <li>100% whole-grain mini bagels.</li> <li>8-oz servings of low-fat, fruit-flavored yogurt with ≤30 g of total sugars.</li> <li>8-oz servings of low-fat or nonfat chocolate or strawberry milk with ≤22 g of total sugars.</li> <li>Low-sodium, whole-grain bars containing sunflower seeds, almonds, or walnuts.</li> </ul>
For High School Students, After School Only (Tier 2)	Examples
<ul style="list-style-type: none"> <li>Any foods or beverages from Tier 1.</li> <li>Snack foods that are ≤200 calories per portion as packaged, and               <ul style="list-style-type: none"> <li>» ≤35% total calories from fat;</li> <li>» &lt;10% of calories from saturated fats;</li> <li>» Trans-fat free;</li> <li>» ≤35% calories from total sugars; <i>and</i></li> <li>» ≤200 mg sodium.</li> </ul> </li> <li>Sugar-free, caffeine-free beverages with               <ul style="list-style-type: none"> <li>» Nonnutritive sweeteners;</li> <li>» Not vitamin- or nutrient-fortified; <i>and</i></li> <li>» &lt;5 calories per portion as packaged.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Low-salt baked potato chips (≤200 mg of sodium), crackers, and pretzels.</li> <li>Animal crackers with ≤35% of calories from sugars.</li> <li>Graham crackers with ≤35% of calories from sugars.</li> <li>Ice cream bars low in sugar and fat.</li> <li>Caffeine-free, calorie-free, nonfortified soft drinks.</li> </ul>
Examples of Items that <i>Do Not Meet</i> the Standards	
<ul style="list-style-type: none"> <li>Potato chips or pretzels that have too much sugar or salt (i.e., exceeding the values listed above).</li> <li>Cheese crackers that have too much fat or sodium.</li> <li>Breakfast or granola bars that have too much fat or sugar.</li> <li>Ice cream products that have too much fat.</li> </ul>	<ul style="list-style-type: none"> <li>Cake, cupcakes, or cookies with too much sugar or salt.</li> <li>Fortified sports drinks or fortified water.</li> <li>Gum, licorice, or candy.</li> <li>Fruit smoothies with added sugar.</li> <li>Regular colas or sodas with sugar or caffeine.</li> </ul>
Additional Standards for Foods and Beverages	
<ul style="list-style-type: none"> <li>Make plain, drinkable water available throughout the school day at no cost to students.</li> <li>Offer sports drinks only to student athletes engaged in school sport programs involving vigorous activity for more than 1 hour.</li> <li>Foods and beverages should not be used as rewards or discipline for academic performance or behavior.</li> <li>Reduce marketing of Tier 2 foods and beverages in high schools.</li> <li>Encourage the use of Tier 1 foods and beverages for fundraising activities both during and after school at elementary and middle schools. Allow Tier 1 and 2 foods and beverages for fundraising activities at high schools.</li> <li>Allow both Tier 1 and 2 foods and beverages for evening and community school activities involving adults.</li> </ul>	

## Appendix C Resources

### Competitive Foods

Great Falls Public Schools District, Montana, Approved Food Program and List of Approved Foods

<http://www.gfps.k12.mt.us/DistrictInformation/Wellness/documents/HealthyFoodGuidelines8-21-09.pdf>

[http://www.gfps.k12.mt.us/DistrictInformation/Wellness/documents/Masterapprovedfoodlist2\\_001.pdf](http://www.gfps.k12.mt.us/DistrictInformation/Wellness/documents/Masterapprovedfoodlist2_001.pdf)

HealthierUS School Challenge Criteria for Competitive Foods, March 2010

<http://www.teamnutrition.usda.gov/HealthierUS/vision.html>, look under Application Materials

Healthy, Hunger-Free Kids Act 2010

Retrieved from <http://ag.senate.gov/site/legislation.html>, December 15, 2010.

Institute of Medicine's Report on Nutrition Standards for Foods Served in Schools, April 2007

<http://www.iom.edu/Reports/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth.aspx>

### Healthy Fundraisers

Johanson J, Wootan M. *"Sweet Deals: School Fundraising Can Be Healthy and Profitable."*

Washington, DC: Center for Science in the Public Interest, 2007.

<http://www.cspinet.org/new/pdf/schoolfundraising.pdf>

An example of a Montana Farm-to-School fundraiser:

[http://opi.mt.gov/Programs/SchoolPrograms/School\\_Nutrition/#p7GPc1\\_4](http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/#p7GPc1_4)

A one-page fact sheet with healthy fundraising ideas:

<http://www.cspinet.org/nutritionpolicy/fundraiserfactsheet.pdf>

Smart Fundraising for Healthy Schools

[http://www.healthyschoolsms.org/ohs\\_main/initiatives/documents/FundraisingAlternatives.pdf](http://www.healthyschoolsms.org/ohs_main/initiatives/documents/FundraisingAlternatives.pdf)

### Healthy School Snacks

Healthy School Snacks

<http://www.opi.mt.gov/pdf/schoolfood/resources/TN/HealthySchoolSnacks.pdf>

### Rewards

Smart Rewards for Successful Kids

[http://www.healthyschoolsms.org/ohs\\_main/initiatives/documents/ClassroomRewards.pdf](http://www.healthyschoolsms.org/ohs_main/initiatives/documents/ClassroomRewards.pdf)

## **Celebrations**

Celebrating at School with Health in Mind

[http://www.healthyschoolsms.org/ohs\\_main/initiatives/documents/SchoolCelebrations.pdf](http://www.healthyschoolsms.org/ohs_main/initiatives/documents/SchoolCelebrations.pdf)

Create Healthy, Active Celebrations

<http://www.fns.usda.gov/eatsmartplayhardhealthylifestyle/quickandeasy/celebrations.pdf>

## **Physical Activity during the School Day**

Mind and Body Resource for Grades K-5

<http://www.schoolnutritionandfitness.com/data/pdf/TeacherPDFs/MindBody.pdf>

Brain Breaks <http://www.emc.cmich.edu/brainbreaks/>

Contact Montana Action for Healthy Kids for Recess in Action resources

[http://take.actionforhealthykids.org/site/Clubs?club\\_id=1154&pg=main](http://take.actionforhealthykids.org/site/Clubs?club_id=1154&pg=main)

Fitness Finders <http://www.fitnessfinders.net/>

## **General Resources**

Action for Healthy Kids

<http://www.actionforhealthykids.org/>

Montana Nutrition and Physical Activity Program

<http://www.montanana.org/index.html>

Montana Office of Public Instruction, School Nutrition Programs and Montana Team Nutrition

[http://www.opi.mt.gov/Programs/SchoolPrograms/School\\_Nutrition/index.html](http://www.opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/index.html)

[http://www.opi.mt.gov/Programs/SchoolPrograms/School\\_Nutrition/MTTeam.html](http://www.opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/MTTeam.html)

School Wellness Policy information and resources:

[http://opi.mt.gov/Programs/HealthTopics/index.html#gpm1\\_5](http://opi.mt.gov/Programs/HealthTopics/index.html#gpm1_5)

- Montana School Wellness in Action: A Step-by-Step Guide to School Wellness Policy Implementation

<http://www.opi.mt.gov/PDF/schoolfood/wellness/WellnessInActionGuide.pdf>

- Nutrition Education age-appropriate and accurate nutrition education resources and lesson plans:

[http://opi.mt.gov/Programs/SchoolPrograms/School\\_Nutrition/index.html#p7GPc1\\_10](http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/index.html#p7GPc1_10)

- Farm-to-School resources:

[http://opi.mt.gov/Programs/SchoolPrograms/School\\_Nutrition/index.html#gpm1\\_4](http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/index.html#gpm1_4)

USDA Team Nutrition

<http://www.teamnutrition.usda.gov/>

## Acknowledgement Page

Developed December 2010 by:

Montana Team Nutrition Program

PO Box 173370

Montana State University

Bozeman, MT 59717-3370

Fax: (406)994-7300

E-mail: [http://www.opi.mt.gov/Programs/SchoolPrograms/School\\_Nutrition/MTTeam.html](http://www.opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/MTTeam.html)

Katie Bark, RD, Director

Phone: (406)994-5641

E-mail: [kbark@mt.gov](mailto:kbark@mt.gov)

Molly Stenberg, RD, Project Assistant

Phone: (406)994-7217

E-mail: [stenberg@montana.edu](mailto:stenberg@montana.edu)

The Montana Team Nutrition Program would like to acknowledge the following professionals for their assistance with this project:

- Hannah Cowgill, Montana Nutrition and Physical Activity Program
- Dayle Hayes, MS, RD, Nutrition for the Future, Inc.
- Virginia Mermel, PHD, CNS, CLC, Billings School Health Advisory Council
- Jennifer Spellman, Great Falls Public Schools

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

The USDA is an equal opportunity provider and employer.

